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Christian Education at the Pastors' Conferences

During the month from the middle of February until the middle of March, 1920, the cause of Christian Education was presented by trained speakers to thirty-five or forty thousand Protestant pastors of America in fifty-two Interchurch conferences, held generally in the capital cities of the several states. Certainly never before has there been such a unique opportunity to state the case even briefly for the agencies which are training the large majority of the Christian leaders of our country. In a way not then thought of, it was a rather definite consummation of the campaign plans in behalf of Christian education formulated several years ago by the Council of Church Boards of Education. It was one of the many realizations of the visions of the Board secretaries in the days when the Council was first finding itself.

Robert L. Kelly, Executive Secretary of the Council of Church Boards of Education and Director of the American Education Department, addressed the ministers at Columbus, Harrisburg, Hartford, Trenton, Rochester, Providence, Boston, Bangor and New York City. He was the presiding officer at the conferences in Trenton, Providence and Bangor, and presided at the first three sessions of the conference in Columbus.

H. O. Pritchard, General Secretary of the Board of Education of the Disciples of Christ, represented the Department of American Education at Wichita, Lincoln, Des Moines, Mitchell, St. Paul, Grand Forks and Chicago. He was also one of the team leaders for these conferences.

W. G. Clippinger, President of Otterbein University, was the representative on the team which held conferences in Kansas City, Milwaukee, Lansing, Indianapolis, Parkersburg, Baltimore and Dover.

E. C. Perisho, formerly dean of the University and later president of the State College of South Dakota, represented the cause in the conferences held at Salt Lake City, Nampa, Helena, Douglas, Denver, Oklahoma City and Little Rock.

I. N. McCash, President of Phillips University, also one

of the team leaders, spoke in the conferences at Dallas, Albuquerque, Phoenix, Los Angeles, San Francisco, Portland, Seattle and Spokane.

Henry H. Sweets, Secretary of the Departments of Education and Ministerial Relief, Presbyterian Church, U. S., was the speaker on the team which held conferences at Nashville, Birmingham, Grenada, Hattiesburg, New Orleans and Louisville.

D. Clay Lilly spoke at Richmond, Columbia and Charlotte, and James E. Clark at Atlanta.

Several of the speakers made effective use of lantern slides which had been prepared especially for this purpose and which proved to be very appealing to the pastors. A list of these slides may be seen on a subsequent page of this issue (see page....).

In addition to these presentations before the entire membership of the several conferences, the representatives of the Department above named held dinner conferences with specially invited men and women, mostly ministers, from the faculties and boards of trustees of the various types of institutions included in the educational survey. These special conferences occurred in almost every one of the states and were uniformly satisfactory according to reports sent in by the various state directors. In many of them much enthusiasm was manifested, in spite of the fact that the primary object of the conferences was to explain the schedules and to set forth the purposes of the Survey in a more technical way than was likely to appeal to the general group. Many testimonies were given in these conferences as to the benefits which had already been derived from filling out the schedules and special pains were taken to set forth the increasing benefits which would come through the various forms of publicity, the published reports of the Survey, and the contemplated interpretations by the various educational Associations which are to be given free access to the Survey material.

At most of these special conferences a set of charts was displayed indicating the possibilities of this type of publicity and giving information which was quite new to many in attendance. The charts used are listed on a subsequent page of this issue. These charts and others like them which are to be developed as time goes on from the data secured from the schedules, will be available later for educational institutions interested.

THE TRAINING CONFERENCE

Before the conferences began, a training conference was held in New York City which was attended by most of the speakers named above, at which the speaking program for the series of conferences was agreed upon in general terms. It seemed clear that with the limited time at the disposal of the speakers a few outstanding points only should be stressed, most of all, perhaps, that the educational institutions being surveyed by the American Education Department are the training camps for the Interchurch World Movement. They should be equipped educationally, financially and spiritually so as to take the place in this movement occupied by West Point and the Naval Academy in our military and naval operations.

No claim is made that these institutions are the most important recruiting agencies. Indeed, as is well known, approximately seventy per cent of the men and woman engaged in distinctively religious work consecrate themselves to these tasks before entrance into college.

The chief recruiting agents are ministers, parents, Sunday School teachers and other teachers of secondary grade. The recruiting is done for the most part in the home, the church, and the school. Ultimately, however, these students come to the established educational institutions for their final training. This final training constitutes the necessary contribution of our institutions of higher learning to the Interchurch program.

HOW MANY TRAINED LEADERS ARE REQUIRED?

It is estimated by the Life Work Department that during the next five years one hundred thousand educational leaders must be recruited and trained. This estimate is not the result of guess work but is based upon such specific data as the following:

The Methodist Episcopal Church estimates as a result of its Centenary Survey that it will need an addition to its present forces of trained workers thirteen thousand within the next five years.

Dr. A. B. Moss, who conducted the Centenary Survey in India, says that the Methodist Episcopal Church is working on a twenty-five per cent basis of efficiency in that country because of lack of adequate leaders.

Dr. Robert E. Speer has recently declared that the Foreign Board of the Presbyterian Church can use for its work the product of all of the seminaries of that church.

Dr. Guy Inman asserts that one thousand missionaries are now needed for Spanish America alone.

Dr. Frank W. Bible estimates that five or six thousand missionaries are needed at once to bring the total number in foreign countries up to the point which would have been reached at the former rate of increase if the Great War had not intervened.

About five thousand Protestant ministers drop out of the ranks every year because of death, resignation and other causes.

It is evident, therefore, that our educational institutions have a very specific and important task to perform in connection with the forward movements of the denominations affiliated with the Interchurch.

WHAT TYPES OF LEADERS ARE REQUIRED?

This estimate of one hundred thousand, of course, is for what may be termed professional Christian leaders, that is, those working on full time. The fact is not lost sight of that an equally important function of our educational institutions is to train an adequate number of Christian "followers" who will guarantee to raise the general level of our citizenship so that the great programs of our churches will have adequate moral and spiritual support. The professional leaders, however, so-called, are listed by the Life Work Department under the following heads:

Ministers, Missionaries, Physicians, Teachers, Bible Teachers, Religious Education Directors, Religious Activity Directors, Physical Work Directors, Y. M. C. A. and Y. W. C. A. Secretaries, Social Workers, Deaconesses, Nurses, Pastors Assistants, Sunday School Leaders, Leaders in Young People's Work, Evangelistic Workers and Singers.

WHAT IS THE NUMBER OF TRAINING CAMPS? —

The institutions included within the scope of the present survey are classified in four groups and the names of the groups and the approximate number of institutions in each group are as follows:

1. Secondary Schools:		
Denominational and affiliated.....	325	
Independent	170	
	—	495
2. Colleges and Universities:		
Denominational and affiliated.....	419	
Independent	104	
	—	523
3. Theological Seminaries and Religious		
Training Schools:		
Seminaries	140	
Training Schools	60	
	—	200
4. Tax-Supported Institutions:		
State and Municipal Universities.....	100	
Normal Schools.....	224	
	—	324
		—
Total.....		1,542

CAN OUR INSTITUTIONS FURNISH THE LEADERS?

Thirty-two years ago William Hohenzollern became emperor of Germany. One of his first acts was to advise the heads of the German gymnasia that it was their duty not to make Greeks and Romans but to make Germans. Germany has well demonstrated that if a people adopt a definite educational program and carry that program out consistently the desired result can be attained.

But it is not necessary to go to Germany for an illustration of the power of education. The Colonial colleges of America were established to quote a quaint extract from Yale's charter, in order that students might "be fitted for public employment both in the Church and civil State." They proceeded to fit for public employment in the church such men as Increase Mather, Cotton Mather, Jonathan Edwards, Joseph Bellamy, Nathaniel Emmons, Lyman Beecher and Timothy Dwight. Among the men whom they prepared for service in the state were Samuel Adams, John Hancock, John Adams, Thomas Jefferson, James Monroe, John Marshall, James Otis and Josiah Quincy.

The American colleges of the period preceding the great war did not have as definite a program as that of Germany or the

Colonial colleges, but when the emergency arose for preserving and extending throughout the world the fundamental principles of righteousness and justice, fifty thousand American college students immediately enlisted, and one hundred and fifty thousand more entered upon training.

It is safe to predict that American institutions of higher learning can do their part in the period of world reconstruction if only they have a definite program and address themselves seriously to its accomplishment.

It will be easier for the United States to teach our people that right is might than it was for Germany to make her people believe that might is right. America can through her schools more easily convince all the people of the fundamental principles of Christianity than Germany could make her people believers in universal militarism.

The demands now placed upon our schools, however, cannot be met unless their program has at its heart the spirit and purpose of the great Teacher. American education can meet the present world emergency only if those in charge of our Christian institutions actually adopt the Christian program of education. American education must have a definite program and an unmistakable religious quality. The minister of education must work hand in hand with the minister of religion.

ADDITIONAL TALKING POINTS

America has not yet taken her educational work seriously. Her investments in education, while large in the aggregate, are relatively small. The cost of twenty battleships would meet all of the financial estimates made by the American Education Department of the Interchurch. The churches invest annually the equivalent of one-half of the cost of one battleship. And of the total amount expended for education only one dollar in forty is furnished by the churches for their own educational institutions.

Nor have the churches made a large investment of men. Of one thousand students who enter the first grade of the public schools thirty-eight enter college and fourteen graduate from college. The churches have concentrated their efforts largely upon the college students.

And yet from the fourteen who graduate from college come

ninety per cent of the church's leaders, a disproportionately large income from a relatively small investment.

The missionary spirit was born in the American college. Five consecrated college students were present at the now famous haystack prayer meeting. That the spirit of those five young men is still present in the American colleges was demonstrated at Des Moines in December when seven thousand such students attended the student Volunteer Conference and for days studied together the map of the world.

The best type of training cannot be given to these choice students unless high grade faculties are provided. High grade faculties cannot be provided permanently without a living wage for the professors. While the cost of living has increased eighty-two per cent, and the average wage in eight leading industries ninety-five per cent, the salaries of professors in Presbyterian colleges have increased thirty-one per cent.

The number of secondary schools is increasing and the enrollment is increasing. The Protestant churches must discharge their obligation to their secondary schools or they must abandon these schools.

The churches have a tremendous problem in the tax-supported institutions. Eighteen state universities furnished during January, 1920, the religious census of their student enrollment. Of the students reporting 79.6 per cent were church members. Those who reported constituted 61.4 per cent of the entire enrollment. Undoubtedly many church members did not report. The churches are furnishing the great bulk of students for higher education in America.

How is the Christian faith of students in tax-supported institutions to be kept alive in view of the fact that the university authorities are prevented by law from teaching religion? Here is one of the greatest problems the churches have to face.

The expert leaders in religious education are trained by the theological seminaries. There are one hundred and forty theological seminaries and sixty training schools, mostly under denominational control. Their work is entirely inadequate. They simply do not have the students to meet the demands nor do they have the equipment and personnel to attract and keep students.

To fill the places of five thousand ministers who drop from the ranks each year, the theological seminaries are now graduating seventeen or eighteen hundred per year. Two hundred semi-

naries and religious training schools are undertaking to train special types of leaders for one hundred and ten million people. Furthermore, the seminaries must be able to attract young men and young women from the competing and more aggressive occupations.

Our own country is not free from great social unrest. In many places the leaders of discontent are outspoken against both the Government and our social institutions. The best way to overcome the influence of the Bolshevik and "red" radical is Christian education.

History and literature, mathematics and philosophy, science and research are desirable and even necessary to our civilization but there is nothing that can take the place of Christian education. "The soul of education is the education of the soul."

How Will the Survey Data be Used?

1. The rigid self-examination which the filling out of the schedules has required is recognized by many institutions as within itself sufficient justification for the survey. Dr. Clyde Furst, secretary of the Carnegie Foundation for the Advancement of Teaching, recently asserted that if the Interchurch Educational Survey were to stop at this stage of its development, its work would be justified. Testimonials like the following from institutions whose authorities have filled out schedules could be multiplied indefinitely.

"We have found very distinct benefit from the stimulation that comes by study of these questions."

"The questionnaire has pointed out the need of much improvement in the handling of our books and records."

"The questionnaire has revealed to us many ways wherein we can improve our institution."

"The questionnaire has been the occasion of a most thorough-going self-examination, from which we shall derive great benefits."

"Never before were we made so conscious of our weak spots."

"The schedules have brought out the necessity of further adaptation to modern conditions."